

SEATON VALLEY SPORTS PREMIUM

PRIMARY PE & SPORT PREMIUM Evidencing the impact. **Seaton Delaval First**

In partnership with the other Seaton Valley first and middle schools, in 2015-16 Seaton Delaval First School are using £8500 of Sport Premium funding to create and deliver a:

Vision for PE and School Sport in Seaton Valley

- Ensuring that PE and sport are at the heart of school life to raise achievement for all young people.
- High Quality PE as a universal entitlement of all pupils which promotes the development of healthy active lifestyles and competitive School Sport.

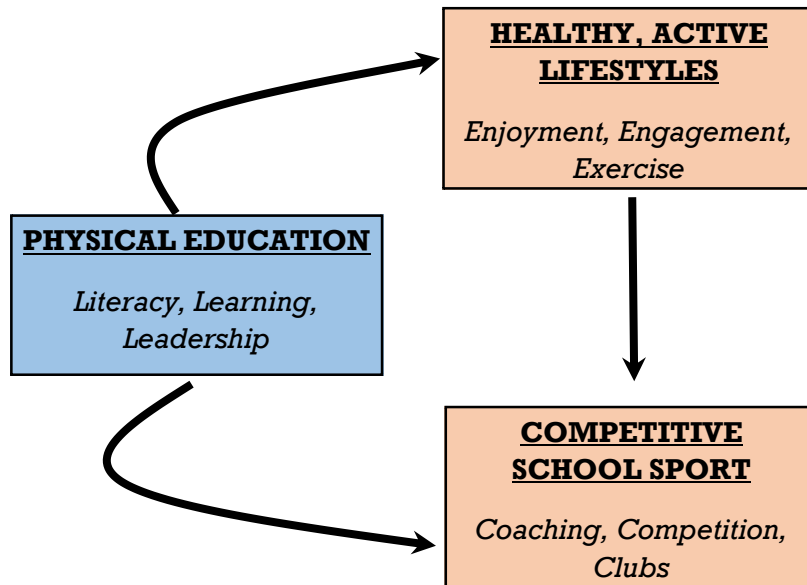
Sport Premium funding is being used to achieve the following in Seaton Valley:

PHYSICAL EDUCATION

A high quality **physical education programme** (education through physical activity rather than sports coaching) focusing on developing physical literacy.

A scheme for training, deploying, recognising and rewarding **young sports leaders**.

Professional Development Opportunities to improve the capacity of teachers / practitioners.



COMPETITIVE SPORT

All children being appropriately challenged, focusing on achieving personal bests rather than being the best. A programme offering regular **club participation opportunities** where pupils can learn about specific sports, receive age appropriate coaching and improve their skills.

A **competition / festival calendar**, in addition to the School Games offer, with at least one opportunity per year group per year. Support to develop intra school competition.

HEALTHY, ACTIVE LIFESTYLES

A range of appealing opportunities for physical activity which focus on enjoyment and promotes wider health and well being messages.

Lunchtime and play time physical activity supported by young leaders and school staff. Clubs which target the least active young people and offer a physical activity intervention developed specifically for them.

Involvement in **whole year group health / physical activity programmes**.



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KEY PRIORITY: Physical Education – High Quality Physical Education as a universal entitlement for all pupils.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE & SUSTAINABILITY
<p>Deliver a high quality physical education programme, focusing on developing physical literacy. Using specialist staff to raise achievement.</p>	<p>PROGRESS:</p> <p>Level 2 qualified coach AN from Newcastle United Foundation has been supporting PE lessons in Y1 and Y2 throughout the autumn term. This has involved working alongside the class teachers to deliver units of work in dance and gymnastics. The coach leads one lesson per week with each class, demonstrating the class teachers warm up ideas, skill practises, progressions and differentiations as well as methods for grouping children. The class teacher then teaches the 2nd lesson in the week independently following a provided scheme of work and lesson plans and putting into practice what they have seen modelled by the coach.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>Lesson plans.</p> <p>Pupil assessment records.</p> <p>Teacher feedback</p> <p>Sustainable through the upskilling of staff.</p>
	<p>IMPACT:</p> <p>The quality of PE in KS 1 has improved thanks to a combination of specialist coaching and improved teacher competence and confidence.</p> <p>Pupils have developed their physical literacy. Agility, balance and co-ordination have improved. Through</p>	<p>IMPACT;</p>	<p>IMPACT:</p>	

	gymnastics they have also improved their flexibility, technique and control.			
Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum.	<p>PROGRESS:</p> <p>In order to achieve the National Curriculum aim that all pupils lead healthy, active lives; PE and sports premium funding has been used to allow all Y4 pupils to complete the Newcastle United Foundation’s Match Fit programme. Pupils took part in physical activity (football fitness) sessions alongside lessons in nutrition and healthy living.</p>	PROGRESS:	PROGRESS:	<p>Curriculum map.</p> <p>Schemes of work.</p> <p>Teacher feedback.</p> <p>Match fit data.</p> <p>Sustainable through staff CPD.</p>
	<p>IMPACT:</p> <p>Y4 pupil’s knowledge of fitness and nutrition and physical fitness has improved following the Match Fit programme. Pre and post programme test results showed:</p> <ul style="list-style-type: none"> • 50% increase in pupils’ knowledge about nutrition. • 60% of pupils increased their knowledge of fitness. • 67% of children demonstrated increased fitness levels (as assessed by the walking test) 	IMPACT:	IMPACT:	
Provide professional development opportunities to improve the confidence and competence of staff.	<p>PROGRESS:</p> <p>As above Y1 and Y2 class teachers have been team teaching throughout the</p>	PROGRESS:	PROGRESS:	<p>Hoopstarz website usage.</p> <p>CPD registers and notes.</p>

	<p>autumn term alongside a qualified coach.</p> <p>All staff participated in the Hoopstarz experience day. They were able to practice hula hoop skills and games themselves and also learnt how to plan sessions for enjoyment and progression in a safe way.</p> <p>The hoopstarz website was explored which all staff now have access to. This includes lessons plans, details of how to teach the skills and games as well as video clips demonstrating good technique.</p>			<p>Staff feedback.</p> <p>Sustainable through increased staff confidence and competence.</p>
	<p>IMPACT:</p> <p>Improved PE subject knowledge in KS1.</p> <p>Staff are more confident in leading hula hoop activity. They are better able to support the young leaders in delivering playground activity.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	
<p>Develop a scheme for training, deploying, recognising and rewarding young sports leaders.</p>	<p>PROGRESS:</p> <p>PE and sports premium funding has been used to provide training to 16 Y4 pupils to become playground leaders. This covered:</p> <ul style="list-style-type: none"> • The qualities of a good leader. • Benefits of participating in physical activity (physical and social). 	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>Leadership training reports.</p> <p>Playground rotas and participation records.</p> <p>Staff feedback.</p> <p>School Games Mark.</p>

- Re-cap of hula hoop skills, and how to teach these skills.
 - Introducing skills, how to break them down, how to ensure safety, and how to support pupils who are struggling with a skill.
- How to lead playground games (emphasising safety)

As part of the training the playground leaders practised what they had learned with a group of Y1 pupils.

Since the training pupils (with the support of the Y4 teacher) have created a rota of playground activity for the MUGA which was previously dominated by a few boys playing football every day. Football is now scheduled only for Fridays and other equipment is brought out on rotation Mon –Thurs (skipping, hula hooping, playground games, ball games). PE and Sports premium funding has been used to provide some new equipment for this purpose. Playground leaders take turns at leading activity and are responsible for setting up and tidying away equipment, leading games, ensuring fairness and safety and encouraging other pupils to take part.

Sustainable for the remainder of the year as pupils now confident to lead activities, however new leaders would need to be trained each year.



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	<p>IMPACT:</p> <p>Playground leaders are skilled and confident in leading lunchtime physical activity. They have developed their leadership, organisational and communication skills and their confidence has increased.</p> <p>Pupils understand the benefits of physical activity and the importance of being active every day.</p> <p>Levels of physical activity at lunchtime have increased particularly among girls. Behavioural issues at lunchtime have reduced.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	
<p>Offer talented young sports people specific support to help them develop their sporting potential.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	
	<p>IMPACT:</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	



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KEY PRIORITY: Competitive Sport – Ensuring all pupils are appropriately challenged, with focus on achieving personal bests as well as being the best.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE & SUSTAINABILITY
<p>Increase participation in a range of extra curricular sports opportunities. Use a monitoring tool to track and analyse participation rates.</p>	<p>PROGRESS:</p> <p>PE and sports premium funding has been used to fund a weekly after school archery club. This is an activity that pupils had not previously been able to access. 20 pupils attended each week.</p> <p>A free after school multiskills club was also offered throughout the autumn term which 16 pupils regularly attended.</p> <p>In addition clubs are also provided by community coaches in dodgeball, hip hop and football. As the school does not charge a premises hire fee, these clubs can be offered at a reduced rate to pupils.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>Club registers and tracking data.</p> <p>Sustainable only if all coaching costs were passed on to pupils.</p>
	<p>IMPACT:</p> <p>Broader range of activities available as part of OSHL. This has attracted a wider range of pupils and increased the number of pupils participating in extra-curricular sport.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	



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<p>Develop competitive opportunities for all pupils in intra and inter school competitions.</p>	<p>PROGRESS:</p> <p>Working with the School Sport Partnership the headteacher has selected which (inter) school competitive opportunities will be most suitable and has committed to entering enough competitions to meet the criteria for the 2015-16 School Games Mark at Bronze Level. (Y4 Racket Sports, Y3/4 Athletics, Y4 Golf and Y1 multiskills)</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>Competition entry forms.</p>
	<p>IMPACT:</p> <p>Plan in place to increase participation in Inter school competition.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	
<p>Make links with community clubs and promote opportunities for participation in the community.</p>	<p>PROGRESS:</p> <p>Opportunities for participation in community sport at the Partnership High school (term time and holiday time) have been promoted to all pupils.</p> <p>Other local sports clubs display promotional materials on the school notice board.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>Leaflets</p> <p>Posters</p> <p>Sustainable through strong links with high school</p>
	<p>IMPACT:</p> <p>Pupils have a greater awareness of where they can participate in physical activities in the community.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	



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KEY PRIORITY: Healthy, Active Lifestyles – Provide a range of appealing opportunities for physical activity which focus on enjoyment and promote wider health and well-being messages.

STRATEGIES	AUTUMN	SPRING	SUMMER	EVIDENCE & SUSTAINABILITY
<p>Use physical activity to improve pupils' health, well-being and educational outcomes.</p>	<p>PROGRESS:</p> <p>All pupils participated in a hula hoop experience day. Specialist coaches led sessions with all classes. Pupils were taught basic hula hoop skills, progressing onto more complex skills and tricks. Pupils also practiced group games and other ways to use the hoops. Hula hooping was promoted as a fun easy way to be physically active.</p> <p>Y3 attended a hula hooping festival at Blyth Sports Centre alongside the other Seaton Valley schools. Pupils were able to demonstrate an improvement in their skills since the in school experience day. They learnt new skills and tricks and were able to interact, work with and compete against pupils from other Partnership schools.</p>	<p>PROGRESS:</p>	<p>PROGRESS:</p>	<p>Photographs.</p> <p>Newsletter.</p> <p>Sustainability through using hoopstarz day to ignite lunchtime and after school hula hooping.</p>
	<p>IMPACT:</p> <p>Pupils' enthusiasm for playground hula hooping has been reignited and levels of physical activity within the school day have increased as a result.</p>	<p>IMPACT:</p>	<p>IMPACT:</p>	

	Pupils were exposed to children from other schools and developed confidence and communication skills in working together.			
Identify the least active young people and offer physical activity interventions developed and targeted specifically at them.	PROGRESS: Feedback from lunchtime staff and pupils identified that KS2 girls were not participating in physical activities at lunchtime. They felt that the MUGA was a boys area for playing football in. Playground leaders have been trained and a rota created with different activities available each lunchtime on the MUGA.	PROGRESS:	PROGRESS:	
	IMPACT: Increase in the number of girls being active at lunchtimes.	IMPACT:	IMPACT:	
Use sport and physical activity to promote pupils' social, moral and cultural development.	PROGRESS: Pupils have been asked what they would like to see offered as part of the PE and school sport offer. They know that their opinions matter, that they will be listened to and also that everyone is able to input. Playground leaders have taken on the responsibility of running lunchtime activities. They have learnt about the importance of rules and applying these fairly. Pupils have developed a respect for them and	PROGRESS:	PROGRESS:	Behaviour logs. Staff and pupil feedback.



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	both leaders and participants enjoy taking part more now.			
	IMPACT: Pupils have developed a greater sense of what is right and wrong in the playground. They understand that rules must be followed for safety and enjoyment and they demonstrate mutual respect to their peers.	IMPACT:	IMPACT:	